

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Doug Eccarius

Official School Name: The Lane Elementary School

School Mailing Address: 500 N Elm St
Hinsdale, IL 60521-3519

County: DuPage State School Code Number: 190221810042008

Telephone: (630) 887-1430 E-mail: deccarius@d181.org

Fax: (630) 655-9735 Web URL: http://www.d181.org/lane/index.aspx#1

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Renee Schuster Superintendent e-mail: rschuster@d181.org

District Name: Hinsdale CCSD 181 District Phone: (630) 887-1070

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Linda Rio Reichmann

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 7 Elementary schools
(per district designation) 2 Middle/Junior high schools
0 High schools
0 K-12 schools
9 Total schools in district
2. District per-pupil expenditure: 14123

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	27	31	58		7	0	0	0
1	25	31	56		8	0	0	0
2	30	31	61		9	0	0	0
3	39	34	73		10	0	0	0
4	32	34	66		11	0	0	0
5	35	25	60		12	0	0	0
Total in Applying School:								374

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
1 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	10
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2009	389
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 5

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%
 Total number of students served: 55

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>16</u>	<u>1</u>
Special resource teachers/specialists	<u>10</u>	<u>6</u>
Paraprofessionals	<u>10</u>	<u>3</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>41</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	95%	97%	95%
Teacher turnover rate	3%	6%	4%	3%	4%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

Enrolled in a 4-year college or university

_____ %

Enrolled in a community college

_____ %

Enrolled in vocational training

_____ %

Found employment

_____ %

Military service

_____ %

Other

_____ %

Total

_____ **0%**

PART III - SUMMARY

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The Lane School is a public elementary school located in Hinsdale, Illinois, a suburb of Chicago, with approximately 18,000 residents. The Lane School is a part of Community Consolidated School District 181, which is comprised of seven elementary schools and two middle schools. Our school currently serves 376 students with varying academic needs. The community is largely comprised of highly educated professionals who value education and hold high expectations for their schools.

For the sixth consecutive year, The Lane School has been recognized as an Illinois Honor Roll School for maintaining academic excellence. In addition, we are proud of the steady growth in the percentage of students exceeding standards on state assessments and for the increased number of students with IEP's who meet or exceed standards on state assessments.

Our district's mission statement is to "educate each child in an environment of excellence that provides a foundation for living in a complex world." Our vision is "to be a school district where all children experience success and exhibit excellence."

The staff embraces our district's ideology by:

- Providing each child with a challenging and safe learning environment
- Developing life-long learners and productive citizens
- Building self-confidence and developing character
- Encouraging creativity
- Demanding continuous improvement
- Expecting innovation and professional development
- Assuring accountability
- Communicating effectively
- Working with the community in a spirit of collaboration, trust and respect

"Work hard and have a great day." This motto is read over the intercom to start each day at The Lane School. To us, the phrase is more than just words; it's a daily expectation. Once a week, that message is preceded by our student-written school song, which is led by our school chorus and follows:

Bulldogs rock at The Lane School.

We work and play hard each day.

Proudly wearing our red and black,

It's easy to see, we stand out in the pack.

We're loyal to each other,

Responsible, respectful and kind.

For The Lane School Bulldogs will prove,

We're the best you'll find!

Students at The Lane are expected to be kind, responsible, and respectful. These expectations occur through a variety of activities and service learning opportunities, which include supporting our sister school, local food pantries, the Wellness House, the Hinsdale Humane Society, and participating in the Hinsdale Rotary Run. For the last three years, we have received the Rotary trophy for the highest student participation in the run. We also support a student in our school who has Duchene's Muscular Dystrophy by participating in the MDA Hop-A-Thon annually.

This atmosphere of caring for others is evident in the relationships among students, staff, and parents. When students know that their parents and teachers are working together, and that all of their teachers are personally vested in their success, the students respond by caring more about their studies. The caring relationships take place on every level from the office staff to teachers to instructional assistants. We celebrate adult successes together as a staff and recognize student successes in the classroom and school-wide. We also encourage friendship building between our intermediate students and primary students through our grade-level buddies program, which pairs students in a mentoring relationship.

The Lane School teachers have high expectations for themselves to provide the best instruction for children. These high expectations filter through to the classroom, resulting in our students achieving great things. Our staff differentiates instruction to meet the needs of every child, from special education, to general education, to gifted. Whether the lesson is whole group, small group, or individual re-teaching, each child receives instruction that complements his/her learning style. We value the individual student and actively collaborate to provide each child with instruction focused on his/her needs and interests to help each child reach his/her greatest potential.

The Lane School prides itself on our strong home-school connection, as children, parents, and teachers are all an integral part of the education process. We try to approach each child's needs as a team, and we know that parents are a vital component of that team. Our Parent Teacher Organization (PTO) provides our school with resources to better facilitate learning and also provides programs to promote a well-rounded educational experience. When families move out of our school's attendance area, they routinely request open enrollment so they can remain at The Lane. This highlights how the community perceives our school and how students love coming to school every day.

Furthermore, The Lane School attracts new families from surrounding communities because of our outstanding educational excellence and our emphasis on the individual child. We take pride in our students, parents, teachers, and our school. Collaboratively, our work ethic and caring approach has shown that with focused, diligent work, success is inevitable.

We are proud to be a nominee for the prestigious Blue Ribbon Award.

1. Assessment Results:

The school district's expectations are clearly defined in its vision statement: "To be a school district where all children experience success and exhibit excellence." For the last five years, The Lane School students have consistently demonstrated high performance on the Illinois Standards Achievement Tests (ISAT) in reading and math.

The consistency of results over the last five years is evident. In each of those years, at least 97% of our students have met or exceeded on ISAT math, and at least 93% have met or exceeded on ISAT reading. In 2010, 99% of all students tested met and/or exceeded on ISAT math, and 96% met or exceeded on ISAT reading.

We are very proud of our students' results. We take special pride in the growing percentage of students performing in the *exceeds* range and the rising performance of our students with IEP's.

In each of the last five years, the percentage of students exceeding in math has increased. In 2006, 57% of third through fifth grade students scored in the *exceeds* range in math. This percent increased to 70% in the *exceeds* range in 2010. In 2010, 88% of our third grade students scored in the *exceeds* range on ISAT math. In each of the last five years, our total number of students exceeding in reading has also increased. In 2006, 59% of third through fifth grade students scored in the *exceeds* range in reading. This percent rose to 66% in the *exceeds* range in 2010.

Average ISAT results in math for third through fifth grade IEP students started at 84% meeting or exceeding in 2006 and reached 93% in 2010. Average ISAT results in reading for third through fifth grade IEP students started at 63% in 2006 and grew to 86% in 2010. In 2010, 92% of our 13 IEP students in grade five met and or exceeded on both ISAT reading and math.

The Lane School works diligently to effectively address the learning needs of the whole population and our subgroups through targeted small group instruction. We do have one subgroup on one test that is discrepant from the *all* category. Our school average of IEP students had more than a ten percent difference than our school average of *all* students on the ISAT reading test. Even though we do not have enough students in this category to be considered an AYP subgroup, we have committed to closing this gap. In 2010, 96% of *all* students met and/or exceeded on ISAT reading, while 86% of our students with IEP's met and/or exceeded. Since 2006, we have closed the difference between the two groups from 30% to 10%. We have concentrated an array of resources, including professional development, collaboration, and the use of additional instructional materials to narrow the gap. Over the last several years, we have changed how we group students for more intense reading instruction. Some students receive instruction before the regular school day begins. We use as many human resources as possible to support students during the reading blocks. This allows us to create smaller groups for guided reading and interventions.

The ISAT performance level descriptors are stated as follows by the Illinois State Board of Education (*Guide to the 2010 Illinois State Assessment, p. 1*):

Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

These descriptions can be accessed at the Illinois State Board of Education website at:
http://www.isbe.net/assessment/pdfs/ISAT_Interpr_Guide_2010.pdf

The consistency of high student achievement at The Lane School is due to a shared professional standard of excellence and longevity of staff and site leadership. The Building Leadership Team guides teachers in analyzing student performance on assessments of state standards and identifying areas of improvement. Curriculum and assessment personnel also regularly conduct a gap analysis. The completed analysis allows teachers and administration to identify instructional resources and strategies that are scientifically research-based and appropriate for addressing deficits of our targeted population. Our school improvement goals are aligned across the district and reflective of the 2014 NCLB requirement that 100% of all students meet or exceed performance standards. Through our involvement with the Response to Intervention process and collaboration between general and special education staff, we implement interventions to monitor student progress. We also seek to identify students who are meeting, but should be exceeding, so all students are working to their fullest potential.

School report cards may be viewed on the District 181 website at www.d181.org or on the Illinois School Report Card website at <http://webprod.isbe.net/ereportcard>.

2. Using Assessment Results:

In addition to using state assessment results, The Lane staff also uses data from other forms of assessment to identify content goals or objectives that need strengthening and to guide instruction.

Our formal, norm-referenced assessments are used as screening tools and also as broad measures of student growth over time. The initial purpose is to quickly identify students who may need extra support in language arts or math, as well as those who may need advanced instruction. Three times each year, all students in grades two through five are given timed assessments on their reading fluency. Student comprehension is also assessed to determine instructional reading levels. Primary students are given timed assessments that indicate early reading readiness, such as letter-sound knowledge. In addition, students in grades three through five are given a computerized assessment twice yearly measuring a broad range of reading and math skills.

Grade level teams use this formal data to form groups for instruction. Students who don't reach the 50th percentile nationally will receive targeted instruction and further diagnostic assessments. The Response to Intervention (RtI) team targets interventions for students scoring below the 30th percentile. Progress monitoring data is collected to gauge the effectiveness of the interventions. If growth is insufficient, a more intensive intervention is used. For example, if a first grade student scores below the 50th percentile on a fluency assessment, that student would be placed in a small group that receives both guided reading instruction with a classroom teacher and an intensive phonics-based reading intervention delivered by an RtI para-professional. This student's fluency, as well as his/her guided reading level, would be monitored for 6 - 10 weeks. If growth did not occur compared to the peer group, this student might begin working with the Reading Specialist for a more intensive intervention designed to close the achievement gap. This formal data is also utilized as collaboration occurs between the classroom teacher and gifted specialist to meet the needs of our high achieving students.

Assessment, both formal and informal, is critical in differentiating the curriculum for high achieving students. For instance, pretests are taken before each new math unit to find out where each student's understanding is in relation to the new skills and concepts. The pretest scores determine concepts needed to be addressed and those which can be quickly reviewed. This allows the teachers to specifically target each part of the math curriculum. Curriculum may be compacted thus allowing the teacher to extend, enrich and/or introduce new skills.

3. Communicating Assessment Results:

Communication of student performance and assessment data is provided continuously to staff, parents, students, and the community. The task of meeting students at their current instructional levels and advancing their skills, while respecting their strengths, and recognizing areas of improvement, is an embedded process in the education community at The Lane School.

Teachers analyze assessment data and review anecdotal notes to identify grade level trends and curriculum or instructional needs. Results are shared with parents and students through conferences and written communications, including trimester progress reports. Student work is evaluated and returned on a consistent basis so that parents can track their children's performance. Ongoing, informative parent communication demonstrates the value of working together so that a child's target growth areas are achieved. To ensure that students reach their goals, some parents may receive more frequent communication through email or phone calls from the classroom teacher and/or special education staff, gifted teacher, reading specialist, and/or specialists. Teachers communicate with students to set individual goals and check to see if they have been reached. Parents are contacted when student goals have been met and/or if other concerns arise.

At the school level, the principal presents assessment results at PTO meetings, parent seminars on assessment, and meets with parents as requested. The principal explains how student results are used to plan interventions. The principal presents data for the staff to discuss and use in planning instruction. Teachers use assessment results to identify students' strengths and areas of need, and to match students with appropriate instruction. Progress monitoring and data collection occur regularly to ensure that students continue to receive the instruction necessary to advance. Assessment information is utilized for setting performance goals.

The Building Leadership Team meets regularly to discuss data trends and examine curriculum to make a positive impact on student achievement. The team then communicates to other teachers. Special education teachers, gifted specialist, reading specialist, and RtI teams also align interventions so that all students have opportunities to succeed.

Board of Education meetings are one avenue where the community is informed about assessment results and our plan of action. Our Assistant Superintendent presents district assessment results and curriculum committees identify groups of students needing improvement. Parents are also offered time to dialogue about the significance of district assessment results so they are more informed of how data is used to improve student achievement as related to their child.

4. Sharing Lessons Learned:

The members of The Lane School staff are not only willing to seek professional development opportunities, but are also eager to share the experiences, knowledge, and resources we have attained with other teachers in our district, schools, parents, and community.

Our staff members have taken numerous leadership and presenter roles within teacher associations, conferences, and committees. Several have served as district trainers for staff development in special education, differentiation, sensory strategies, behavior management, brain-based learning, technology, and language arts development. Staff are mentors for new teachers. Members of The Lane School staff have hosted a cohort program for two years to support 45+ candidates for National Board Certification, including four teachers from outside of District 181. A member of The Lane School staff teaches graduate level classes in technology through Illinois Benedictine College and served as chairperson of the State Media Specialist conference in 2010.

The Lane School teachers have been awarded grants through the District 181 Foundation to develop new and unique teaching practices. Grants have supported the use of noise filtering headsets in the classroom (now used in all nine schools across the district), to implement professional development opportunities for

“The Big 6” research model, and to offer presentations on “Connecting Boys to Books” by Michael Sullivan to district staff and the community. As grants have been awarded, information has been shared with staff members, students, district colleagues, parents, and other interested schools from across the state.

Assisting others and giving back to the community are key components of The Lane School community, and we are proud of each accomplishment and affiliation with these programs. District 181 has recently adopted a Social Emotional Learning for Academic Success (SELAS) Week modeled after The Lane School’s program. The Lane School also developed a Safety Week experience during the second week of school, where we practice fire drills, disaster drills, lock-down drills, and provide pet safety instruction. This also has been replicated at many district schools. The Lane School shares its knowledge and resources with our “Sister School”, Claremont Academy of Chicago, the Muscular Dystrophy Association through “Hop-A-Thon” fundraising, and many other community program fundraisers.

The culture of The Lane School is to embrace learning and share knowledge with others. We believe that through collegial dialogue we have enhanced our relationships, improved our ability to reflect, and made The Lane School community a place that welcomes open dialogue and cooperative learning.

1. Curriculum:

The needs of The Lane School students drive the curricula. Teachers and administrators strongly believe in taking each student from the academic and emotional base at which he/she enters school and equipping him/her with the tools and instruction needed to travel the furthest possible distance in his/her academic journey. Initially, teachers use the district curricula, which is aligned with state and national standards, to plan lessons. They integrate resources that match students' diverse abilities. The best method of instruction is then designed and implemented. Methods of instruction are reevaluated and changed based on ongoing assessments and observation. The Lane School's educational philosophy is that each child deserves to learn and grow every day in a challenging and emotionally safe environment. That living axiom is a key component of the success in reaching all students' needs.

CORE CURRICULUM

Language Arts

This comprehensive K-5 curriculum focuses on students attaining a solid foundation as they learn to read fluently, comprehend, write, listen, and speak on a wide variety of topics. Students' needs are met through staff collaboration to provide differentiated lessons. This unique instructional approach at The Lane is called Team Read. Daily reading lessons have students flexibly grouped as they develop their literacy skills. During this time, students work in small groups at their instructional level. Writing instruction develops students' understanding of expository, narrative, and persuasive writing, as well as poetry, letter, and journal writing. Emphasis is placed on the structure of those formats and exposing students to strong word choice and voice as well as the importance of grammar and conventions. At The Lane's "Creative Cafe" club students in grades K-5 gather before school to write. This teacher and parent led club welcomes students of all ability levels and encourages their participation. Students engage in regular public speaking opportunities over the intercom and in classrooms.

Mathematics

The mathematics curriculum focuses on training young minds to identify, describe and investigate patterns and challenges found in our world. By making connections, students begin to understand how the theories and concepts of numbers, measurement, algebra, quantities, geometry, data analysis, probability, and relationships and operations learned in the classroom can be applied in the real world. Students are given pretests and are flexibly grouped based upon their performance. Students who perform above grade level expectations have extension lessons within the classroom as well as the opportunity to work with the gifted specialist. Students who meet set criterion also have the opportunity to work with peers out of grade level. Students who need extra support may work with a teacher in a small group to clarify the skill or concept.

Social Studies

Our curriculum is organized around the core strands of social science: geography, economics, culture, citizenship, social studies skills, government, history, reference skills, and science, technology, and society. These strands are brought to life for students through literature, participation in simulations, reenactments, projects, and field trips. Differentiated projects based upon multiple intelligences allow students to choose projects and perform at their optimum level. Social-emotional learning is another component that emphasizes self-awareness, positive relationships, and making responsible choices.

Science

Our hands-on science curriculum engages students in the inquiry process and the scientific method as it is related to key concepts and principles of the life, physical, and earth/space sciences. The curriculum addresses the integration of sciences with technology and society as students learn to connect the importance of scientific knowledge to its application in everyday life. For instance, the first grade unit on

butterflies teaches students to observe the insects' life cycle and understand how it occurs in nature.

VISUAL AND PERFORMING ARTS

The fine arts curriculum includes dance, drama, music, and visual arts. The teachers incorporate Gardner's nine multiple intelligences to reach every child. Through collaboration with classroom teachers, lessons are integrated with classroom units and themes.

The music curriculum exposes children to different skills and activities that allow them to sing, play instruments, move rhythmically, and listen to a variety of music. Older students can choose to participate in chorus, orchestra, and band activities.

The visual arts curriculum focuses on students learning to interpret visual images, sounds, movement, and story. Teachers expose students to a variety of media and art production techniques, including computer arts.

PHYSICAL EDUCATION, HEALTH, AND NUTRITION PROGRAMS

Daily physical education classes allow students to engage in physical activity, develop team-building skills, and maintain a healthy level of physical fitness. Physical Education goals are met through both individual and team units, which are differentiated to meet students' needs. A healthy and safe lifestyle are emphasized in our health curriculum as well as an understanding of the human body and how it grows and develops. This healthy lifestyle is extended into daily life as students only bring fruits and vegetables for snack time and non-food items for special celebrations.

2. Reading/English:

The Lane School reading curriculum, based on Illinois Standards, centers on the five big areas of reading as outlined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our approach to the curriculum, a careful balance of whole group and small group instruction, was chosen in order to meet the individual needs of our students, particularly in these five areas.

As part of a balanced literacy program, the district-adopted Harcourt Trophies anthology is used for whole group shared reading instruction to introduce vocabulary, teach comprehension strategies, and expose students to a variety of genres. Best practice also involves students working in small, flexible groups based on their instructional reading level. A "Team Read" hour allows classroom teachers, the reading specialist, the gifted specialist, special education teachers, Response to Intervention (RtI) paraprofessionals, and classroom aides to pool resources and work with students in small groups to meet individual needs. The make-up of the groups changes regularly based upon frequent data collection and teacher observation of student progress. During the Team Read hour, students receive instruction in phonemic awareness, phonics, and vocabulary as needed. Fluency is developed as students whisper read, perform Reader's Theater pieces, and participate in echo reading with text at their instructional level. Comprehension instruction is focused on skills such as predicting and making inferences, using books carefully chosen from our leveled library.

Before considering students for special education services, our teachers work to close the gap between students with reading difficulties and their peers using short term, intensive interventions. Students needing more intensive work in any of the five big areas of reading also receive that extra instruction during the Team Read hour. A toolbox of programs and strategies is used in providing interventions. Response to Intervention groups, consisting of students with and without Individualized Education Plans (IEPs), receive additional reading instruction outside of the scheduled Team Read time. A current group, composed of three special education students and three regular education students, all with similar reading levels and skill needs, arrives before school for an hour of decoding and fluency instruction implemented by a teacher certified in Wilson Phonics. These same students participate in Team Read for reading instruction with the reading specialist. Because of the intensive instruction given to our students

with IEPs, many have been successfully mainstreamed back into the regular education reading curriculum.

3. Mathematics:

Mathematics is a language we use to identify, describe, and investigate the patterns and challenges of everyday living. It deals with numbers, quantities, shapes, and data, as well as numerical relationships and operations. It's a way of approaching new challenges through investigating, reasoning, visualizing, and problem solving with the goal of communicating to others the relationships observed and problems solved.

The Lane School mathematics curriculum is supported through the use of *Everyday Mathematics*, a research-based program developed by the University of Chicago School Mathematics Project. To provide the scaffolding of new concepts, skills are presented informally and later taught using direct instruction.

Repetition of concepts to aid retention is provided in a consistent systematic manner, beginning with concrete experiences and moving to abstract thinking. Review and practice is cyclical, allowing for alternate application of skills throughout a student's elementary years. Our students demonstrate skills using manipulatives, games, and verbalization of mathematical thinking and reasoning. The mathematics program incorporates differentiation into every lesson by providing enrichment, practice, and readiness activities. Because parents play a critical role, they are informed of the unit concepts through Family Letters and Home/Study Links. These provide examples and activities for at-home practice, reinforcing the learning of new and reviewed concepts.

To reach all learners, staff considers all learning styles in planning and teaching. The positive outlook and high expectations of staff members encourage and enable at-risk learners to comfortably take risks to achieve mastery and reach goals. To provide a variety of learning opportunities and activities, a block scheduling model and skill-level groupings are utilized. This scheduling format provides time, additional staff, and resources for whole group, partner, and individualized sessions. To support data analysis, unit pretests are administered, allowing for the on-going assessment of students' knowledge base and retention of skills. Specialized support staff analyze data to identify student needs. When a student requires math intervention, staff provide skill-focused sessions in the area of need. By using manipulatives, such as VersaTiles, base 10 and pattern blocks, students are engaged and the needs of visual and kinesthetic learners are met. Cutting-edge technology is infused through the use of iTouch applications and SMARTBoard software to provide added opportunities for engaged learning. Alternate grade-level curricula, such as *Envisions* by Scott Foresman and *Connecting Math Concepts* by SRA Direct Instruction, are used as replacement curricula by the special education program for students who are below grade level.

4. Additional Curriculum Area:

The goal of the K-5 science curriculum is to develop an understanding of the inquiry process as it is related to life, physical, and earth/space sciences. The science curriculum integrates technology and society, connecting the importance of scientific knowledge to its application in everyday life. The Lane School's mission is "to educate each child in an environment of excellence that provides a foundation for living in a complex world".

This science connection occurs as the students use scientific methodology to experiment and gain knowledge through discovery. Students learn to question, formulate hypotheses, follow procedural text, record scientific data, and solve problems through the inquiry process.

Our students apply essential learned skills in a variety of ways and then see the connection between experiments in the classroom and everyday life. For example, in kindergarten, students apply what they have learned about living things, sun, soil and water to grow plants that will later be harvested for salsa they will eat during their study of Mexico in first grade.

Students are encouraged to follow their own interests and delve deeper into curriculum topics through research. The fourth grade students research bees and choose topics of interest to research further such as killer bees and honey related products. Third graders assume the roles of space explorers as they investigate the solar system. This opportunity utilizes Gardner's Multiple Intelligences by allowing students to choose various products to demonstrate their knowledge. The fifth grade researches alternative energy sources and natural phenomena. The students relate their alternative energy research to current events and select natural phenomena research topics such as tsunamis, northern lights and fire whirls. Fifth graders also apply science to real life during their Outdoor Education experience. For example, students study different ecosystems including wetlands and man's effect on them, while spending three days and two nights outdoors in Wisconsin.

Real world education continues as Earth Day nears. The entire school works together to clean up and beautify the campus and neighborhood. Our school will also sponsor a booth at the district's "Green" fair.

Units are further supplemented through field trips, guest speakers, and literature. Students are also encouraged to participate in science related activities outside the classroom. The PTO sponsors an annual science fair that draws nearly half of the student body as participants. Clubs such as Lego Robotics are offered to further encourage student discovery.

5. Instructional Methods:

Differentiation is incorporated into planning and embedded in instruction across all curricular areas.

Teachers differentiate instruction through the use of flexible groups, compacted lessons, anchor activities, previewed concepts, pretests, Bloom's taxonomy, critical thinking skills, multiple intelligence activities, leveled materials, and culminating activities. Differentiation supports meaningful inclusion of special education, at-risk, on-level, and gifted students in the general education classroom. Professional development, technology, and material resources have enabled teachers to include a variety of differentiation components into lessons. Support staff in the fields of gifted learning, special education, reading, social/emotional development, and fine/gross motor movement collaborate and co-teach with the general education staff to close achievement gaps, as well as enrich student learning. Reviewing student test data from standardized, curriculum-based, and informal assessments assists staff in determining subgroups that require differentiated interventions and enrichment.

A "toolbox" of alternate curricula in both core and supplemental subjects is available to students with special needs. Special education specialists provide repetitive, systematic instruction in small group and one-on-one settings. The goal of specialized instruction is to improve student achievement and reintegrate students into the general education curricula as quickly as possible. Student case managers instruct at-risk learners with visual prompts, lesson previews, skill review, and curricular standard modifications.

Differentiation for students with mental impairments, physical impairments, and autism in non-core academics has included: adaptation of music, art and physical education materials, implementation of social stories and scripting therapy techniques, visual picture modifications, and instructional assistance in the classroom.

The math and language arts curricula are differentiated by both the classroom teacher and gifted specialist to meet the needs of gifted and talented students. Students are identified for gifted and talented services based on formal testing (third through fifth grade) and by above-grade level performance (kindergarten through second grade). Groups may also be identified by the results of unit pre-testing. Students who demonstrate proficiency in unit concepts become a group that is ready for enrichment. Delivery of higher-order differentiation by the gifted specialist is flexible and may be delivered in whole class, small group, or co-taught settings. These lessons are often an enhancement or extension of the content being taught in the classroom. Challenging students to analyze, synthesize, and evaluate information requires higher order thinking and application.

6. Professional Development:

The Lane School staff strives to improve instructional delivery to improve student achievement. While we celebrate successes, we continue to reflect on our teaching practices. We set high standards for ourselves as teachers and for our students as learners. Most of our teachers hold masters degrees with additional graduate hours. Our staff currently includes five National Board Certified Teachers.

Many professional development opportunities are available to staff. The district provides professional growth through Institute Days, summer staff development, and paid staff development at the district, building, and individual levels. Formal mentor training ensures that experienced, knowledgeable, and caring colleagues support teachers new to our district. The district provides yearly ongoing curriculum in-service to teachers new to the district or new to their grade level. Our district's teacher evaluation process is designed as a four-year cycle that fosters collaboration and peer observation. Teachers set goals aligned with the School Improvement Plan, develop their plan for achieving these goals, and proceed with the support, guidance, and encouragement of the principal and colleagues.

Our teachers regularly attend out-of-district learning opportunities. Decisions on which trainings to attend are based on school improvement and individual professional development goals. The goals are aligned with academic standards and potential areas for growth. After attending these workshops, conferences, and classes, staff share new skills, strategies, ideas, and knowledge with colleagues in formal and informal settings. The new activities or strategies acquired by staff are implemented in the classroom and the students benefit from current, best practice in instruction. Recently, teachers attended several SMARTboard training seminars to learn how to use this technology in their classrooms to more effectively engage students in learning across all grade and ability levels. As a result, teachers have observed an increase in student participation and interest in lessons across many curricular areas. Seeing a need for improving writing instruction, teachers participated in various workshops focusing on ISAT writing. To support a common language and consistent approach to writing instruction, those who attended shared with the staff as a whole.

In addition to the professional development activities encouraged through the district, our building leadership team has created weekly opportunities for professional development in our own building. As a staff, we have engaged in a book study and provided professional development in brain-research activities, differentiation, conferencing, writing, SMARTboard training, and other technology applications. This type of collaboration is typical at The Lane School and is a cornerstone of our success.

7. School Leadership:

The leadership at The Lane demands a challenging, engaging, and safe learning environment for each child. Shared decision making is the core tenet. We depend on the individual strengths of each member of the school community to lead and support others.

Leadership begins with the Building Leadership Team, a teacher from each grade level and several specialists as well as the principal, meeting bi-monthly. The team disseminates information, creates school-wide action plans, and seeks input about district initiatives, school programs, and staff concerns.

The principal guides team members to make collaborative decisions and report back to or seek input from their colleagues. The principal articulates the district's vision as well as his own for the school and connects the staff, students, parents, and community. Expectations are clearly communicated to students, staff, and parents.

Teachers assume leadership roles by serving on district committees and the National Board Cohort. They plan staff development and frequently lead Institute Day workshops on topics such as differentiation and technology. Teachers also sponsor enriching and leader-developing clubs including Lego Robotics, Creative Writing, Battle of the Books and Student Council.

Parents volunteer their time, talents and resources in the school library, Science Fair, Variety Show, Junior Great Books, and many other school events. Funds raised by the Parent Teacher Organization are generously allocated for resources to enhance student learning.

Student accomplishments are publicly acknowledged on morning announcements. For example, students who have read a certain number of books or collected a specific number of “Paws” for respectful and responsible behavior are congratulated. This recognition leads to internally motivated students. At The Lane, teachers and the principal model leadership for students, encouraging them to discover their own leadership path within the school and community.

The principal leads by example. He personifies leadership and school spirit, whether greeting parents and children by name each morning or spontaneously joining the activities of a class. He fosters personal relationships through birthday lunches and brief conversations with students in passing, and creates an environment where students want to achieve and receive his congratulations on their accomplishments. He supports teachers sharing their expertise and new learning, thereby allowing them to continuously learn from one another and expand their repertoire of teaching strategies that benefit students. Members of the school community feel valued and respected as a result of his genuine expression of appreciation for contributions and recognition of achievements.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISAT

Edition/Publication Year: 2007, 2006 Publisher: Pearson, Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Meeting or Exceeding	99	98	98	100	95
Exceeding	88	87	81	81	72
Number of students tested	69	60	63	63	60
Percent of total students tested	100	100	97	100	98
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	3	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding			90		
Exceeding			50		
Number of students tested			10		
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding					
Number of students tested					
NOTES: The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities					

11IL17

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISAT

Edition/Publication Year: 2007, 2006 Publisher: Pearson, Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Meeting or Exceeding	96	97	94	97	93
Exceeding	64	70	59	54	60
Number of students tested	69	60	63	63	60
Percent of total students tested	100	100	97	100	98
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	3	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding			70		
Exceeding			20		
Number of students tested			10		
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding					
Number of students tested					
NOTES: The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities					

11IL17

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISAT

Edition/Publication Year: 2007, 2006 Publisher: Pearson, Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Meeting or Exceeding	100	95	97	97	100
Exceeding	77	60	58	59	62
Number of students tested	62	65	59	66	55
Percent of total students tested	100	97	100	97	100
Number of students alternatively assessed	0	2	0	2	0
Percent of students alternatively assessed	0	3	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding		83			
Exceeding		33			
Number of students tested		12			
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding					
Number of students tested					
NOTES: The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities					

11IL17

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISAT

Edition/Publication Year: 2007, 2006 Publisher: Pearson, Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Meeting or Exceeding	98	95	92	95	95
Exceeding	71	56	58	67	62
Number of students tested	62	64	59	66	55
Percent of total students tested	100	97	100	97	100
Number of students alternatively assessed	0	2	0	2	0
Percent of students alternatively assessed	0	3	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding		75			
Exceeding		17			
Number of students tested		12			
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding					
Number of students tested					
NOTES: The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities					

11IL17

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 2007, 2006 Publisher: Pearson, Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Meeting or Exceeding	99	98	98	98	98
Exceeding	43	38	52	58	39
Number of students tested	69	55	65	57	64
Percent of total students tested	97	100	97	100	98
Number of students alternatively assessed	2	0	2	0	1
Percent of students alternatively assessed	3	0	3	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding	92				
Exceeding	15				
Number of students tested	13				
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding					
Number of students tested					
NOTES: The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities. In 2005-2006, the alternate assessment was for the IMAGE test.					

11IL17

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 2007, 2006 Publisher: Pearson, Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Meeting or Exceeding	93	96	95	98	92
Exceeding	62	62	63	63	55
Number of students tested	69	55	65	57	64
Percent of total students tested	97	100	97	100	98
Number of students alternatively assessed	2	0	2	0	1
Percent of students alternatively assessed	3	0	3	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
4. Special Education Students					
Meeting or Exceeding	92				
Exceeding	46				
Number of students tested	13				
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
6.					
Meeting or Exceeding					
Exceeding					
Number of students tested					
NOTES: The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities. In 2005-2006, the alternate assessment was for the IMAGE test.					

11IL17

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Meeting or Exceeding	99	97	98	98	98
Exceeding	70	62	64	66	57
Number of students tested	200	180	187	186	179
Percent of total students tested	99	99	98	99	99
Number of students alternatively assessed	2	2	4	2	2
Percent of students alternatively assessed	1	1	2	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding				100	90
Exceeding				30	30
Number of students tested				10	10
4. Special Education Students					
Meeting or Exceeding	93	84	91	95	84
Exceeding	32	40	30	35	16
Number of students tested	28	25	23	20	19
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
6. Multiracial/Ethnic					
Meeting or Exceeding	100	100	100	91	
Exceeding	64	73	50	73	
Number of students tested	11	11	12	11	
NOTES: The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities. In 2005-2006, one of the alternate assessments was for the IMAGE test.					

11IL17

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Meeting or Exceeding	96	96	94	97	93
Exceeding	66	62	60	61	59
Number of students tested	200	179	187	186	179
Percent of total students tested	99	99	98	99	99
Number of students alternatively assessed	2	2	4	2	2
Percent of students alternatively assessed	1	1	2	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
2. African American Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
3. Hispanic or Latino Students					
Meeting or Exceeding				90	70
Exceeding				30	30
Number of students tested				10	10
4. Special Education Students					
Meeting or Exceeding	86	76	74	85	63
Exceeding	36	32	22	35	16
Number of students tested	28	25	23	20	19
5. English Language Learner Students					
Meeting or Exceeding					
Exceeding					
Number of students tested					
6. Multiracial/Ethnic					
Meeting or Exceeding	100	100	100	100	
Exceeding	36	45	58	55	
Number of students tested	11	11	12	11	
NOTES: The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities. In 2005-2006, one of the alternate assessments was for the IMAGE test.					

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